

# California Schools

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ROY E. SIMPSON

Superintendent of Public Instruction

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## A SUMMARY OF ACTIONS OF THE STATE BOARD OF EDUCATION AND THE STATE CURRICULUM COMMISSION IN ADOPTING "BUILDING AMERICA"

ROY E. SIMPSON, Superintendent of Public Instruction; and Chairman, State Curriculum Commission; and

H. M. MCPHERSON, Superintendent, Napa Union High School District; and Secretary, State Curriculum Commission

During the same year in which the people of California have overwhelmingly endorsed the program and practice of public education in this State by their three-to-one vote in favor of Initiative Constitutional Amendment 3 at the general election, November 5, 1946, certain actions of the State Board of Education and the State Curriculum Commission have been protested as "in violation of the letter and spirit of the school laws of the State of California."

The actions protested are the State Board's approval of recommendations made by the State Curriculum Commission as to grade placement of courses in history, geography, and related subjects, in a report designated as a *Framework of the Social Studies*; and the State Board's adoption, on the recommendation of the Curriculum Commission after revisions which extended over a four-month period, of the series of textbooks entitled *Building America* for use as supplementary instructional materials in grades seven and eight.

The protest was made by a spokesman for the California Society of the Sons of the American Revolution. Usual procedure would have been for the State Board of Education to give a hearing to such a protest, consider its merits, and respond to the party submitting it.

In this case, however, the protest was widely publicized. The spokesman submitted it to other organizations, including the San Francisco Board of Education, to the press, and to members of the State Legislature.

This method of attack by the protesting party has made it necessary to inform citizens interested in the welfare of public education in California about the position of the State Board of Education and the State Curriculum Commission on two issues:

1. The adequacy and safety of adoption procedures relating to the selection of textbooks for use in California public schools;

2. The suitability of *Building America* as supplementary instructional material for use in the public schools.

#### RESPONSIBILITY FOR CURRICULUM IN PUBLIC SCHOOLS

The State Board of Education, a body of laymen appointed by the Governor with the advice and consent of the State Senate, is responsible by law for the direction of general educational policy in the public school system.

The State Curriculum Commission, composed of the Superintendent of Public Instruction, who serves as chairman, and ten other members, the latter appointed by the Superintendent with the approval of the State Board of Education, was established by law in 1927 to recommend to the State Board standards for courses of study, and textbooks for use in the elementary schools. Members of the Commission at present are all professional educators.

The Superintendent of Public Instruction, elected by the people, serves as secretary and executive officer of the State Board of Education but is not a member of the Board. As chairman of the Curriculum Commission, he may vote on Commission matters. In accordance with school law, he directs the distribution of textbooks in elementary schools.

#### BACKGROUND OF THE STATE CURRICULUM COMMISSION

The State Curriculum Commission began the study of curriculum problems soon after its creation. Its first publications were two teachers' guides which were concerned with problems of teaching method and procedure. The Commission encountered difficulty in recommending textbooks for courses of study, due to the diversity of grade placement of subject matter in various school districts.

A survey covering courses of study in history, geography, and related social studies (which include civics, economics, political science and sociology) was made by the State Department of Education in 1941 and was submitted to the Curriculum Commission. The survey clearly revealed the need for a closer approach to uniformity. Under the then existing system, American history might be taught in the sixth grade in one school, and in the eighth grade in another. A history text suitable for sixth grade pupils was unsuitable for eighth grade use. Inconvenience to children transferring from one school to another was serious.

The Commission itself undertook a comprehensive study of curriculums in California public schools. Various professional educational organizations participated in developing a proposed program. School districts sent outlines of their courses of study to the Department of Edu-

cation. Classroom tests were made to determine the suitability of specific subject matter for specific grade levels. The study culminated in a final public hearing held by the Curriculum Commission in Los Angeles in May, 1945.

The mass of data thus obtained was harmonized in a composite program designated as the *Framework of the Social Studies*. Administrators and supervisors responsible for curriculums in the school systems of the State's major cities and in instructional areas throughout the State outside of the cities reached substantial agreement with the Commission's recommendations.

#### THE FRAMEWORK OF THE SOCIAL STUDIES

The school years particularly affected by the *Framework* are grades four through eight. Following is the grade placement of subject matter in history and geography specified in the *Framework*:

**Fourth Grade:** *California and Mexico*

- A. Early California.
- B. Contemporaneous Mexican Life.

**Fifth Grade:** *The United States*

- A. Colonization and settlement.
- B. Geographic studies, including the physical features, natural resources, and conservation needs of our country.
- C. American period in California with emphasis on geographic environment.

**Sixth Grade:** *The Western Hemisphere and Pacific Area*, emphasizing the function of transportation and communication as integrating factors.

- A. Emphasis on discovery, and colonization and settlement.
- B. Consideration of chief geographic features, economic resources, and occupations of people.
- C. Transportation, emphasizing a better understanding of economic and geographic relationships.
- D. Communication, emphasizing a better understanding of cultural relationships.

**Seventh Grade:** *The Eastern Hemisphere*: The cultures and their contribution to our civilization.

- A. Study of the geographic, economic and cultural factors underlying the life of selected peoples in Asia, Europe, and Africa.

**Eighth Grade:** *United States History, Geography and Civics*

- A. Development of the United States with emphasis on large movements, social, political, and economic.
- B. Regional geography.
- C. The people of our nation.
- D. American ideals, beliefs, and conceptions as expressed in great American documents. Rights, privileges and responsibilities of citizens.

### THE CALL FOR BIDS FOR TEXTBOOKS, 1945

The State Board of Education issued a call for bids for textbooks in history, geography, and related social studies on October 1, 1945. Criteria furnished to publishers and authors with this call for bids were the recommendations for grade placement in the *Framework of the Social Studies*, as given in the preceding section.

Textbooks submitted in response to this call were tested in a state-wide evaluation program carried out in the classrooms of various schools. The books were carefully examined by over 300 professional educators. This period of testing and evaluation of the materials extended from January to June, 1946. These studies were made for the sole purpose of securing satisfactory instructional materials for the public school system. The large number of qualified school people involved and the variety of tests made constituted a system of checks and balances that was intended to be a safeguard against adoption of unsatisfactory textbooks.

### THE CURRICULUM COMMISSION'S RECOMMENDATIONS

The State Curriculum Commission, meeting June 29 to July 1, 1946, selected from the 116 textbooks submitted five books for recommendation as basic textbooks, and 20 for recommendation as supplementary textbooks. In the considered view of the Commission and its professional advisers the selected books represented a sound program of studies in history and geography for elementary grades. The recommendations included basic textbooks for all pupils and supplementary text books to provide stimulating reading material for the more able pupils.

### THE PROTEST AGAINST THE FRAMEWORK OF THE SOCIAL STUDIES

On June 25, 1946, a protest against the *Framework of the Social Studies* and the textbook adoption procedure was sent to the State Curriculum Commission by Aaron M. Sargent of Palo Alto, an attorney, who signed himself "Chairman, Citizenship Committee, California Society, Sons of the American Revolution." This was received three days before the meeting of the Commission at which the evaluation studies made under the direction of each member were to be pooled, and final recommendations to the State Board of Education were to be made.

The protest listed alleged violations of certain sections of the Education Code. Sections referred to were:

8273 and 8274, prohibiting use of partisan and propaganda materials in the schools;

10051, requiring regular courses in the Constitution of the United States and in American history, including the study of American institutions and ideals;

10053, requiring an examination in these subjects as prerequisite to graduation;

10302, prescribing the elementary school course of study, including reading, writing, spelling, language study, arithmetic, geography, history of the United States and California, civics, including a study of the Declaration of Independence and of the Constitution of the United States, music, art, health, morals and manners;

11291, requiring the State Board of Education to provide for the distribution of basic textbooks, in such a manner as to provide one copy of each basic textbook adopted for use in each elementary grade to every pupil enrolled in such grade, and calling for the distribution of other textbooks, supplementary textbooks, and teachers' manuals in such manner as the board may determine;

12100, requiring the teacher's oath of allegiance;

13230, requiring each teacher to endeavor to impress on the minds of the pupils the principles of morality, truth, and justice, to instruct them in the principles of a free government and train them up to a true comprehension of the rights, duties and dignity of American citizenship.

#### PARTICULARS OF THE PROTEST

The protest contained the following allegations:

1. That solicitations for bids evidenced a disregard of the statutes;
2. That there was a merger of history into a social science program and a failure to call for separate textbooks in history, contrary to the provisions of the school laws of this State;
3. That the real purpose of the individuals behind the *Framework of the Social Studies* was to inject political propaganda and to teach international socialism in the public schools;
4. That a deliberate attempt is being made to adopt a teaching method, the product of which will exhibit a disregard of traditions and precedents and a failure to understand the fundamentals upon which our form of government is based.

It should be observed in passing that the *Framework* is a plan designed to introduce an approach to uniformity in grade placement of subject matter, not a revision of teaching methods.

**ATTORNEY GENERAL'S OPINION**

An opinion of the Attorney General of the State of California dated August 13, 1946, interpreted the sections of the Education Code in question as giving the State Board the responsibility of selecting such books as it considered met the requirements of the law, whether they combined two related subjects or treated only one.

**ACTION OF THE STATE BOARD OF EDUCATION**

The Curriculum Commission submitted its recommendations to the State Board of Education at the Board's quarterly meeting on July 12, 1946, in San Francisco. Mr. Sargent appeared at this meeting to voice a general protest to the effect that he and his advisers or consultants had not seen the Commission's recommendations; that they had not had time to examine the recommended textbooks; and that they wished to submit suitable textbooks that would conform to the State school laws.

Action of the Board at this meeting was to postpone the vote on adoptions for 30 days to give members of the Board more time to examine the recommended textbooks. Such postponements for the same purpose had been made on frequent occasions in the past, and constituted in fact a policy of the State Board. Individual members of the Board concurred in the statement of Gilbert H. Jertberg, Board member from Fresno, that the postponement was ordered solely for the convenience of the State Board of Education, and not in acquiescence to the protest.

Consideration of the Curriculum Commission's recommendations was resumed at the next meeting of the State Board of Education on August 24, 1946, at Los Angeles. On this occasion five basic textbooks and 17 supplementary textbooks recommended by the State Curriculum Commission were adopted. These adoptions included all recommended textbooks except the *Building America* series.

**SUBMISSION OF *Building America***

The publisher of *Building America* is the Americana Corporation, a subsidiary of the Grolier Society, a large and well-known publishing house. This firm had not been circularized in the original issuance of the call for bids, and its submission was made late. Under the terms of the Board's call for bids, however, it was possible for the Board to permit consideration of this bid under its policy of encouraging publishers to submit their best materials for possible use in the public schools of California.

*Building America* was originally issued as a series of pamphlets covering a wide range of subjects of current and historical importance. These had been widely used in public school systems throughout the

United States over a period of 10 years. In response to the call for bids from the State Board of Education, the publisher's editorial board had submitted 10 such sections to be bound in one volume for supplementary use in the seventh grade, and 20 such sections to be bound in two volumes for use as supplementary material in the eighth grade.

Mr. Sargent renewed his protest at this meeting, and was supported by several representatives of the Sons of the American Revolution, of We, the Mothers Mobilize for America, Inc., of the All-American Committee, and other organizations.

#### PRACTICE REGARDING REVISIONS

In recommending textbooks to the State Board of Education, the Curriculum Commission has regularly stipulated that all such books be subject to revision by the Commission. The State Board of Education, in adopting recommended textbooks, has regularly ordered that they be revised as required by the Curriculum Commission. In practice, revision of textbooks recommended or adopted for use in California public schools has been common and frequently extensive. Close co-operation among the Curriculum Commission, the Department of Education, and the editorial boards of the publishers has prevailed.

The Curriculum Commission reported to the State Board of Education at this meeting that certain portions of *Building America*, recommended for supplementary use in grades seven and eight, required considerable revision. The Board requested that the Commission, the Department of Education, and the publisher proceed with the revisions, and that they report on progress and make recommendations at the next meeting of the State Board.

#### STATEMENT BY PRESIDENT OF THE BOARD

William L. Blair, president of the State Board of Education, made the following comment on the question, raised in the protest, as to whether the teaching of history to elementary pupils must be detached from other subjects:

"If we assume that in our childhood days, history was detached from other subjects, the picture [we see today] of adults running after strange doctrines does not recommend a return to such procedure. I am sure most of us will say it was never wholly detached. The best teachers of our generation [are remembered] as those who aroused our interest and concern with the lives of the people and with the success and failure of organized society. . . . That is what our State Curriculum Commission has recognized in preparing an outline of social study and in selecting basic textbooks and supplementary textbooks which it believes

in practice will make the best material more generally attainable for the smaller schools of the State.

"The opinion of the Attorney General has supported us in this question."

He further said: " . . . A second pertinent observation is that all contracts carry the provision that corrections and revisions be made by the State Department of Education. This is customary procedure by which a state version of a textbook is prepared for publication. In the present setup, all recommended books receive further revisions by the State Curriculum Commission and by the State Board of Education."

#### PARTICIPATION IN REVISION REQUESTED

Mr. Sargent, at a later date, asked permission to participate in the revision of the *Building America* textbooks to be directed by the State Curriculum Commission.

The secretary of the Curriculum Commission replied (September 20, 1946): "I am quite sure it will be impossible for Mr. Sargent to meet with any committee of the Curriculum Commission charged with supervising editorial revision of textbooks. The Commission has a long-established policy of inviting individuals and interested groups to meet with the Commission as a whole, or with individuals of the Commission, to express their opinion and make recommendations on the structure of the curriculum of the public schools. The Commission has also welcomed assistance from competent lay and professional citizens in the evaluation of textbooks submitted for adoption. The Commission well recognizes that the responsibility for the recommendation and revision of books is the responsibility of the Commission alone. To safeguard its final decisions on curriculum and textbooks, the Commission does not meet with special interest groups or commercial representatives during the time such decisions are being made. (Signed) Harry M. McPherson."

#### PROGRESS REPORT ON REVISION

The State Curriculum Commission presented a progress report on the revision of *Building America* at the next meeting of the State Board of Education, October 4, 1946, at Coronado. The State Board passed a resolution commending the Commission for its work on the revision and requesting that the revision be completed for later submission to the Board with the Commission's recommendations.

Mr. Sargent stated at this meeting that he had investigated the authorship of *Building America*, and accused the National Education Association, which sponsors the publication, of subversive, un-American activities. The NEA is known among professional educators as the largest

and most representative educational organization in the country, comparable to the major organizations of the legal, medical, and engineering professions.

As to editorial methods used in preparation of *Building America*, the State Board was informed that a section dealing with business had been submitted to the United States Chamber of Commerce, and approved by that organization; that a section dealing with veterans had been suggested to the Veterans Administration and the American Legion, and that the latter had sent an unsolicited letter of commendation on receiving the finished section; and that the section on the Constitution would be submitted to members of the United States Supreme Court and other authorities.

#### ADOPTION OF *Building America*

The State Curriculum Commission met in Sacramento January 2, 3, and 4, 1947. It approved the revisions of *Building America*, and again recommended the textbooks for supplementary use in grades seven and eight.

This recommendation was submitted to the State Board at its meeting on January 10 and 11, 1947, at Sacramento. The Board unanimously passed the motion for adoption.

The publisher's representative told the Associated Press on January 11 that the section of *Building America* dealing with Russia, to which specific objection had been made in the protest before the Board at previous meetings, had been submitted to the Russian Consulate in New York. Objection was made there to historical references to Alexander Kerensky and Leon Trotsky. It was made clear by the Soviet Consulate's response that the section on Russia was not in any respect a reflection of Soviet propaganda. It was an authentic and impartial report not designed to please extremist partisans of the Soviet Union or those committed to hostility toward it.

#### CONTENT OF THE ADOPTED TEXTBOOKS

The volume of *Building America* adopted for use in the seventh grade contains sections on these subjects: *Europe, China, Russia, East Indies, Africa, British Commonwealth and Empire, America's Outposts, Italian Americans, America and Foreign Trade, and Oil*.

The book affords supplementary material for use with the basic textbook for grade seven, which is a history and geography book surveying the lands, peoples, and civilizations of Europe, Asia, and Africa. The Curriculum Commission's *Framework of the Social Studies* provides for a year of instruction in American history in the fifth grade. With that

background, it is considered that a year's study of old world civilizations at the seventh grade level will afford the student a better appreciation of the place of the United States in world history when he comes again to the study of United States history and civics in the eighth grade. The supplementary material in this *Building America* volume indicates the diversity of old world civilizations, and the complexity of the relations of the United States with the peoples of other continents.

The two volumes of *Building America* adopted for supplementary use in the eighth grade contain sections on these subjects: *Our Constitution, Our Federal Government, Congress, Civil Liberties, For the Right to Liberty: Civic Responsibility, Politics, Machinery for Foreign Relations, Social Security, Community Planning, Our Land Resources, Our Water Resources, Conservation, We Americans, Spanish-Speaking People, American Indians, Family Life, Arts and the American Craftsman, America Discovers Its Songs, American Theatre, America and the Dance.*

It is the considered opinion of those responsible for its adoption that this material provides valuable extensions of the basic American history textbooks used in the eighth grade course of study.

#### CONCLUSIONS AS TO THE ISSUES RAISED BY THE PROTEST

It is the conclusion of those responsible for the direction of public education under the Constitution of the State of California and the Education Code of California that the allegations made in the protest are without foundation in fact and cannot be substantiated. Review of the actions of the State Curriculum Commission and the State Board of Education in this case reveals no "violation of the letter and spirit of the school laws of the State of California.

The terms of the call for bids for textbooks in history, geography, and related social studies were sustained as conforming with the law by the Attorney General.

History and geography textbooks recommended by the State Curriculum Commission and adopted by the State Board of Education include designed to offer additional stimuli to the interest and appreciation the required basic textbooks and provide supplementary textbooks of pupils.

Accusations that the "real purpose of individuals behind the *Framework of the Social Studies*" is to introduce political propaganda and to teach international socialism are indefensible. There is no basis for a statement that any responsible authority seeks adoption of a teaching method designed to produce students who will disregard tradition and precedent and be ignorant of the fundamentals on which our form of government is based.

The *Building America* series was described by the Superintendent of Public Instruction in a public address at Santa Barbara (February 21, 1947) as a "remarkable series of studies of modern governments, social institutions, and communities, domestic and foreign. It does not pretend to be a history, and it will not be used to replace any history textbook. It is a study of the institutions among which we and our neighbors live. It describes the machinery of civilization."

In the same address, the Superintendent said: "It would be difficult for me to tell you how much I appreciate and how highly I value the services to public education performed by the members of the State Curriculum Commission and the State Board of Education. They serve at a sacrifice of time, labor, and money. They give their attention to complex and difficult problems for the good of the State. I am convinced that the State of California could not find more sincere, alert, responsible persons to serve in these important posts than those now constituting the Board and the Commission. . . . I cannot think of any intelligent group of citizens less likely to take steps to undermine the American form of government than the present State Board of Education and the present membership of the Curriculum Commission. It is simply fantastic to suppose that these people could . . . intend to smuggle subversive materials into the classroom."

## **DEPARTMENTAL COMMUNICATIONS**

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### **OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION**

**ROY E. SIMPSON, Superintendent**

#### **APPOINTMENTS TO STAFF**

JAMES M. HEMPHILL, formerly assistant supervisor of Child Care Centers for the State Department of Education, was appointed January 18, 1947, to the position of Supervisor of Special Financial Services to Schools in charge of the School Lunch Program. Mr. Hemphill was vice-principal of the El Dorado Elementary School at Stockton from 1942 to June, 1946, serving as vice-principal and director of the Child Care Center there for four years. Previously he had taught for five years in Redwood City Elementary School District, serving the last three years of that period as supervisor of physical education and recreation. Mr. Hemphill is a graduate of Humboldt State College and has done graduate work at Stanford University and College of the Pacific.

Offices of the School Lunch Program at present are in the Administration Building of the State Fair Grounds at Sacramento. An early move to other quarters is anticipated.

EDWARD W. SARKISIAN was appointed Assistant Administrative Adviser on January 9, 1947. Mr. Sarkisian has served the State of California since 1943 as associate counsel for the State Franchise Tax Commission, the Industrial Accident Commission, and as Deputy Legislative Counsel. He holds the Bachelor of Laws degree from the University of Southern California, and has practiced law in Fresno and Los Angeles. Mr. Sarkisian, a native of Worcester, Massachusetts, served in the Army in both world wars.

Four additions were made to the staff of the State Educational Agency for Surplus Property in the Sacramento and field offices, effective December 1, 1946.

THORNTON H. BATTELLE was appointed Assistant Surplus Property Agent at Sacramento, where he is assigned to the special services and real property section. He came to the State Department of Education from the principalship at Santa Rosa High School, which he had held since 1932. Prior to that time Mr. Battelle taught at John Marshall Senior High School in Los Angeles for a year and was Principal of Maxwell Union High School for five years. He is a graduate of the

University of California at Berkeley, and received the M.S. degree from the University of Southern California.

HOWARD L. ROWE was appointed field representative at the San Francisco office of the State Educational Agency for Surplus Property. He was Superintendent of Schools of Madera County from January, 1935, until appointed to the Department staff. Mr. Rowe is a graduate of the College of the Pacific, and has done graduate work at Stanford University.

JOHN E. MOLE of Oakland was appointed Assistant Surplus Property Agent and assigned to the donation program in the Oakland office of the Agency. Previous to his appointment Mr. Mole was employed as laboratory technician in the department of electrical engineering at the University of California at Berkeley. He is a graduate of the Oakland College of Engineering and served during the recent war as Lieutenant (j.g.), U. S. N. R.

SAMUEL W. PATTERSON of Lynwood has been appointed Assistant Surplus Property Agent and is assigned to the special services and real property section in the Los Angeles office of the Agency. Before coming to the Department, Mr. Patterson was business manager for Compton Junior College and Compton Union High School. He was elementary school principal at Lynwood, 1939-40, and business manager for Lynwood Elementary School District, 1940-43. He is a graduate of Fresno State College and has done graduate work at the University of Southern California. He served during World War II as Lieutenant (j.g.), U. S. N. R.

### PUBLIC SCHOOLS WEEK

The twenty-eighth annual observance of Public Schools Week begins this year on April 28. In the issue of *California Schools* for February, 1947, an announcement of this celebration appeared with dates and outline of programs enlisting participation of student bodies, faculties, administration, and the community at large. Public interest in education has been clearly evident this year. The school will gain by an observance of Public Schools Week planned with consideration for the particular interests of the local community.

## DIVISION OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, Chief

### NEW PUBLICATIONS

ROY E. SIMPSON. *State Apportionments for the Support of Public Schools of California for the School Year Ending June 30, 1947.* Sacramento: California State Department of Education, 1946. Pp. viii + 130.

This publication is the annual report by the Superintendent of Public Instruction on the apportionment of state school funds for elementary schools, high schools, and junior colleges. The computations on which the apportionments are based were made by the Bureau of School Accounts and Records. A page size of 11 by 14 inches, adopted for this report in 1945, provides space for the columns of figures necessary to show the results of the various computations required. The introductory section contains an explanation of the method of apportioning school funds, and one of the appendixes gives the complete text of provisions in the Constitution and Education Code of California governing the apportionment of school funds. The publication contains a list of the elementary school districts of the state, and it is the only publication of the State Department of Education which lists all secondary schools.

Copies have been sent to superintendents of schools and fiscal officers of school districts and counties of California. Others who wish to secure copies should send their orders to the Division of Textbooks and Publications. The price is \$2.00 per copy, plus 5 cents sales tax on California orders.

*Rules and Regulations Relating to Government of the Public Schools.*

Reprinted from California Administrative Code, Title 5, Education; Chapter 1, Department of Education; Subchapter 1, Government of the Public Schools. Sacramento: California State Department of Education, 1947. Pp. 48.

This bulletin is a reprint of Subchapter 1, Chapter 1, of Title 5 of the California Administrative Code, setting forth the rules and regulations of the State Board of Education and the Superintendent of Public Instruction regarding government of the public schools. It has been published separately for the convenience of school officials who may wish to consult these regulations more frequently than the other portions of Title 5.

Loose-leaf insert pages containing amendments and additions to the rules and regulations will be published from time to time.

Copies of the bulletin have been sent to county, city, and district superintendents of schools and secondary school principals. Copies are available to others upon request.

## FOR YOUR INFORMATION

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### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A revised Calendar of Educational Meetings and Events for the spring of 1947 was published in the February issue of *California Schools*. Events indicated in the following table should be added to the schedule for this period.

Dates	Organization	Place
April 7-10	Annual Conference on Trade and Industrial Education and Industrial Arts Education and Teacher Training	State Building, Rm. 1006, Los Angeles
April 10	Regional Meeting, County Superintendents of Schools	Humboldt State College, Arcata
April 19-20	Annual Conference, California Association for Childhood Education	Mayfair Hotel, Los Angeles
April 21-26	Annual Conference of American Association for Health, Physical Education, and Recreation	Seattle, Washington
April 26	Annual State Conference on Industrial Education, in conjunction with Annual Conference of California Industrial Education Association	University of California, Mesa Campus, Santa Barbara
April 26-May 3	National Boys and Girls Week	National Observance

### SCHOLARSHIPS FOR PROSPECTIVE TEACHERS

In 1945 the California Congress of Parents and Teachers established a fund of \$50,000 for teacher education scholarships to attract to the teaching profession students of outstanding ability and sincerity of purpose. Seventy-two scholarships were awarded in 1945-46. The project has been continued and funds amounting to \$35,000 were set aside for scholarships in 1946-47, with fifty-six additional scholarships awarded during that year. Thirty thousand dollars has been allocated so far for use in 1947-48.

The teacher education scholarships are for \$300 a year, and may be renewed for the completion of the teacher education course for a period not to exceed 4 years, or 4½ years in cases where the curriculum so requires. High school graduates, or students in the last semester of high school or in any level of college are eligible to apply. A successful

applicant must teach in the public elementary schools of California upon completion of his training; he must teach one year for each year of award received, or the award becomes a loan and must be repaid.

Information and application blanks may be secured by writing to the California Congress of Parents and Teachers, 308 Chamber of Commerce Building, Los Angeles 15, California. Applications for 1947 summer session or fall term must be filed not later than May 1, 1947.

### NATIONAL BOYS AND GIRLS WEEK

National Boys and Girls Week marks its twenty-seventh annual observance this year from April 26 to May 3. The theme for this year is "Youth—The Trustees of Posterity."

The program is designed to focus the attention of the public on the problems, interests, and recreations of youth, and on the part played by the home, church, school, and youth-serving organizations in the development of character and good citizenship in growing boys and girls.

Daily programs suggested for the week include

Citizenship Day—Saturday, April 26

Day in Church—Sunday, April 27

Day in Schools—Monday, April 28

Family Day—Tuesday, April 29

United Nations Day—Wednesday, April 30

Child Health and Safety Day—Thursday, May 1

Careers Day—Friday, May 2

Day of Recreation—Saturday, May 3

Information about Boys and Girls Week, and materials helpful in carrying out the program of the week, including a poster and a manual of suggestions, may be obtained free from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1, Illinois.

### MEETINGS OF ASSOCIATION FOR CHILDHOOD EDUCATION

The Association for Childhood Education, an international organization, will hold its 1947 study conference at Oklahoma City, Oklahoma, April 7-11, 1947. The conference theme will be "Seeing New Horizons in Childhood Education."

The California Association for Childhood Education will hold its annual meeting for 1947 at Los Angeles, April 19-20. The theme of this conference will be "Challenge of New Horizons." Headquarters will be established at the Mayfair Hotel, 1256 West Seventh Street, Los Angeles. Chairman of Arrangements is Miss Margaret Munn, 965 East California Street, Pasadena 5.

## CHANGES IN DIRECTORY OF CALIFORNIA SUPERINTENDENTS OF SCHOOLS

Since the publication in October, 1946, of a *Directory of California Superintendents of Schools*, Bulletin of the California State Department of Education, Vol. XV, No. 3, a number of changes have occurred.

These changes, together with one or two corrections of typographical errors, are tabulated here under the headings which appeared in the original directory, with pages where entries to be changed are to be found.

### DIRECTORY OF COUNTY SUPERINTENDENTS OF SCHOOLS (page 11)

COUNTY	COUNTY SUPERINTENDENT OF SCHOOLS		ADDRESS
	INCUMBENT	SUPERINTENDENT-ELECT, IF OTHER THAN INCUMBENT: TERM BEGINNING JANUARY 2, 1947	
Colusa-----	Mrs. Ruth Edmonds-----		Colusa
Kern-----	Jesse D. Stockton-----		Bakersfield
Plumas-----	Grant B. Young-----		Quincy

### DIRECTORY OF DISTRICT SUPERINTENDENTS OF SCHOOLS (Superintendents of Schools in Districts Other Than City School Districts)

COUNTY, DISTRICT AND POST OFFICE ADDRESS	NAME OF DISTRICT SUPERINTENDENT	SCOPE OF EDUCATIONAL PROGRAM ADMINISTERED BY SUPERINTENDENT	SUPERINTEND- ENT ALSO PRINCIPAL OF
ALAMEDA COUNTY (page 14) Decoto elementary (Decoto)			
FRESNO COUNTY (page 14) Clovis union high-----	Frank A. Heath-----	High School-----	High School
IMPERIAL COUNTY (page 15) Holtville elementary and Holtville union high-----	Emmett S. Finley-----	Kgn.-High School... El. and H. S.	
LOS ANGELES COUNTY, con- tinued (pages 17 and 18) Downie elementary----- Enterprise elementary (Compton)----- Newhall elementary and Wm. S. Hart union high (Newhall)-----	George G. Coss----- Richard Clowes----- Lester C. Dalbey-----		
MERCED COUNTY (page 19) Dos Palos elementary-----	Mrs. Blanche Schmidt	Kgn.-Elem. School... El. and H.S.	Elem. School
SANTA BARBARA COUNTY (page 23) Carpinteria union high-----	Fred J. Greenough-----	High School-----	High School

## PI LAMBDA THETA AWARDS FOR RESEARCH

Pi Lambda Theta, National Association for Women in Education, is again this year announcing the granting of two awards of \$400 each for significant research studies on professional problems of women. An unpublished study may be submitted on any aspect of the professional problems and contributions of women, either in education or in some other field. Report of the completed research study must be submitted by July 1, 1947. Inquiries should be addressed to the chairman of the Committee on Studies and Awards, Bess Goodykoontz, U. S. Office of Education, Washington 25, D.C.

Awards were granted in 1946 to Helga Stene, of Oslo, Norway, for *Glimpses of Women's Political Activities in an Occupied Country*, and to Alice I. Bryan, Columbia University, and Edwin G. Boring, Harvard University (joint authors), for *Women in American Psychology: Factors affecting Their Professional Careers*.

## NATIONAL HIGH SCHOOL PHOTOGRAPHIC AWARDS

High school students from the ninth through the twelfth grades who are interested in photography have the opportunity to compete for national recognition and for 361 cash awards ranging from \$5 to \$500 in the Second Annual National High School Photographic Awards. The contest will close May 15, 1947. It has been approved by the Contest Committee of the National Association of Secondary-School Principals.

Pictures may be submitted in any or all of five classes of subjects: (1) Babies and Small Children, (2) Scenes and Still Life, (3) Hobbies and Recreation, (4) Animals and Pets, and (5) School Projects.

Information about the contest can be secured by addressing National High School Photographic Awards, 343 State Street, Rochester 4, N.Y. The announcement folder of contest rules shows 23 of the snapshots which won awards in 1946.

## NATIONAL CONFERENCE ON NURSERY EDUCATION

The National Association for Nursery Education will for the first time hold its biennial conference on the Pacific Coast this year. The meeting will be held August 27, 28, and 29, 1947, at Frederic Burk School of San Francisco State College, Buchanan and Waller Streets, San Francisco. Registration will commence on August 26. Inquiries regarding the program of the meeting may be addressed to Mrs. Helen Marchand at San Francisco State College. Inquiries regarding summer school opportunities in the field of nursery education may be addressed to Dr. Lovisa C. Wagoner, Chairman, Publicity Committee, Mills College, Oakland 13, California.

## AWARDS OF MERIT FOR MONTEBELLO SCHOOLHOUSE

Suva Street Elementary School, located in Montebello Unified School District, recently received an award of exceptional merit from the Southern California Chapter of the American Institute of Architects. The Montebello Unified School District as owners, Marsh, Smith, and Powell as architects and engineers, and Rosco and Land as general contractors all received certificates of merit at a special honor awards banquet. This is the first awards competition held by the Southern California Chapter of A.I.A. since 1938 and covered all construction in southern California since that date.

A statement from Norman O. Tallman, Director of Research and Special Services for Montebello Unified School District describes the new building in the following words:

Suva Street School represents functional and co-operative planning at its best. Its facilities are designed to fit the educational needs and capacities of each child. It represents group planning effort by teachers, principals, administration, Board of Education and the architect toward the achievement of basic educational goals. The result is an economical, simple, yet adequate school building that provides maximum educational facilities, a practical arrangement, and almost ideal atmosphere for learning.

## CONTEST FOR JUNIOR CONSERVATIONISTS

A state-wide contest for high school students from 13 to 17 years of age who are interested in conservation of natural resources and wild life of California has recently been announced by the Sierra Club. Essays of 200 words or less on the subject, "What Conservation Means to Me," are to be submitted by April 10, addressed to the Sierra Club, Mills Tower, San Francisco. Judges who are recognized leaders in the field of outdoor conservation will select from among three boy and three girl finalists the junior king and queen of California Conservation. Final judging and awards will take place on April 26, 1947, in connection with the Travel, Sports, and Boat Show at San Francisco.

## PUBLICATIONS RELATING TO SCHOOL LIBRARIES

The January, 1947, issue of *School Activities and the Library*, a periodical published by the American Library Association, contains a list of A.L.A. publications helpful to administrators, teachers, and students, as well as to librarians. More than sixty publications, grouped according to the principal activities of the school librarian, are listed with prices and description of contents. Materials are included on the problem of fitting the library to the curricular needs and extracurricular life of the school.

## N.E.A. MEMBERSHIP CAMPAIGN

Willard E. Givens, Executive Secretary of the National Education Association, states that according to the January 31 report of the Association's Division of Records, the following have already achieved or exceeded their Victory Action Program goals for N.E.A. Membership in 1947: Alaska, Arizona, Arkansas, Georgia, Hawaii, Montana, Nevada, Tennessee, Washington, and West Virginia.

Urging that the other states conduct spring campaigns so as to achieve their goals before the end of the fiscal year on May 31, Dr. Givens quotes Pearl Wanamaker, President of the N.E.A.: "The Victory Action Program asks that our local, state, and national associations become one in structure as great teachers have always been one in spirit."

California needs 5,519 more members to meet her share of the desired increase in total N.E.A. membership for 1947.

## RELIGIOUS BOOK WEEK, MAY 4-11, 1947

The fifth annual Religious Book Week sponsored by the National Conference of Christians and Jews will be observed nationally from May 4 to 11, 1947. The *Religious Book List*, a 32-page pamphlet listing books for adults and children in four sections—Jewish, Protestant, Catholic, and Goodwill—will be available in April. Single copies can be secured without cost by request to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York.

## CONTEST FOR SCHOOL-MADE MOTION PICTURES

At the Audio-visual Aids Institute held at the American Museum of Natural History in New York on January 11, 1947, the first museum "Oscar" was awarded for the best film submitted in a nation-wide competition among school-made motion pictures. The contest was initiated and conducted by the Department of Education of the American Museum of Natural History. The award was won by the Arista Film Committee of the George Washington High School of New York City, for their film, "Emphasis on Science."

The contest for the 1948 "Oscar" is now open to all students of junior high and senior high schools in the United States. The film must be planned and produced by pupils and should not be more than 100 feet long. Entry blanks must be filed by May 15, 1947. Copy of the blank may be secured by writing to Dr. Grace F. Ramsey, American Museum of Natural History, Central Park West at 77th Street, New York 24, N. Y. The completed film must be submitted by December 1, 1947.

## PROFESSIONAL LITERATURE

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### PUBLICATIONS RECEIVED

*Annual Report of the Federal Security Agency, 1946. Section II, U. S. Office of Education.* Washington 25: Federal Security Agency, U. S. Office of Education, 1947. Pp. 69-186.

*Audio-Visual Education in City School Systems.* National Education Association Research Bulletin, Vol. XXIV, No. 4, December, 1946. Washington 6: Research Division of the National Education Association. Pp. 131-70.

**BRIDGES, CLARK D.** *Job Placement of the Physically Handicapped.* New York: McGraw-Hill Book Company, Inc., 1946. Pp. xiv + 330.

**BUELL, CHARLES E.** *The Education of the Negro Blind in the United States.* M.A. thesis, University of Michigan. Ann Arbor, Michigan: Published by the author, 1945. Pp. x + 50 (reproduced from typewritten copy).

*Community and College Experimental Adult Education Programs.* A special report to the State Advisory Committee of the Michigan Experimental Adult Education Program. Lansing, Michigan: Superintendent of Public Instruction, October 1, 1946. Pp. ii + 41 (mimeographed).

**CRISP, KATHARINE BRUDERLIN.** *Growing into Maturity.* A production of the Department of Instruction, Denver Public Schools. Chicago: J. B. Lippincott Company, 1944. Pp. 36. (Prepared for use with *Health for You*, by Katharine B. Crisp. Chicago: J. B. Lippincott Company, 1944. Pp. xv + 576.)

*Education for Personal Growth and Community Action.* Bulletin No. 3060. Second Annual Report of the Michigan Experimental Adult Education Program. Lansing, Michigan: Superintendent of Public Instruction, January 1, 1947. Pp. ii + 32 (reproduced from typewritten copy).

**FINE, BENJAMIN.** *Admission to American Colleges: A Study of Current Policy and Practice.* New York: Harper and Brothers, 1946. Pp. viii + 256.

*Food and Nutrition in the Curriculum.* Curriculum Bulletin 1946-47, Series Number 2. A publication of the Board of Superintendents. 110 Livingston Street, Brooklyn 2, New York: Board of Education of the City of New York, 1947. Pp. vi + 70.

*Using Short Films to Motivate English Activities.* Project directed by Alexander Frazier, Secondary Curriculum Co-ordinator. English Curriculum Monograph, E-32. Los Angeles 12: Office of the County Superintendent of Schools, January, 1947. Pp. 31 (mimeographed).

**VAN ENGEN, H.** *Arithmetic: Teaching Fractions in the Upper Elementary Grades.* Educational Service Publications, Vol. I, No. 3, December, 1946. Cedar Falls, Iowa: Iowa State Teachers College. Pp. 28.

*Vocational Education of College Grade.* Bulletin 1946, No. 18. Washington 25: Federal Security Agency, U. S. Office of Education, 1946. Pp. xiv+126.

**WHEELER, JOSEPH L.** *Progress and Problems in Education for Librarianship.* New York: Carnegie Corporation of New York, 1946. Pp. 108.